

CORE VALUES	PRINCIPAL PROGRAM COURSES	STATE STANDARDS	NATIONAL STANDARDS	LEARNING OUTCOMES	PERFORMANCE TASK	TEXTBOOKS AND RESOURCES
SUMMER I: <i>Learner-Centered Leadership: Culture, Organization, Communications, And Community Relations (12 Hours)</i>						
Building Instructional Leadership Capacity for Social Justice	ELP 684E Public School Leadership	[TAC: 1, 3, 4, 5]	[NPBEA: 1-10]	A fused, multidisciplinary foundational core course introducing social justice leadership; national and state principal standards, conducting a campus needs assessment, data triangulation, problems of practice, leadership theory and processes, and supporting knowledge from other disciplines. To change perspective from the classroom level to the campus level. To gain awareness, explore, and develop your knowledge of self, leadership, and interpersonal skill. To understand the principal's role in assessing and developing school culture and systems that support learning. To develop one's own racial awareness of self and others. To learn how to conduct courageous conversations about race. To advocate for marginalized learners through courageous conversations. To develop a significant understanding of Texas and National standards. To learn how to conduct and use research in order to develop schools as communities of learning in which every child and staff member is highly successful.	Conduct a case study on an urban school district in collaboration with the Superintendent, District Leaders, Principal, Faculty, Community and Parents and Businesses. Students conduct a literature review and make recommendations.	Mathews, L. J. and Crow, G. M. (2010). The principalship: New Roles in a professional learning community. Boston, MA: Allyn and Bacon. Singleton, G. and Linton, C. (2005) Courageous Conversations About Race. Sage Publications. Lindsey, R. B., Roberts, L.M., and Campbell Jones, F. (2005). The culturally proficient school: An implementation guide for school leaders. Thousand Oaks, CAL: Corwin Press. American Psychological Association (2009). Publication manual of the American Psychological Association (6th Edition). Washington, DC: American Psychological Association. (Reference)
Leading School Improvement Through Equitable Use of Data	ELP 684P Principalship	[TAC: 1-5]	[NPBEA: 1-10]	An interactive course designed with a blended theory and best practice working with an urban school district conducting and publishing a case study. The goals of the case study project are as follows: 1) implement an in depth strength/needs assessment of a local school, 2) apply relevant research to the findings, and 3) recommend possible actions for the school administration and staff to pursue. Participants are faculty and staff volunteers at an urban school. Interviews will last approximately 45 minutes and will happen once. We hope to conduct 20-25 interviews with faculty/staff. We will conduct the interviews where participants feel comfortable, and this might result in utilizing a room or two on the school's campus. All consent forms will be presented to the participant before the interview is conducted, and researchers will be responsible for presenting consent forms to their professors to keep together throughout the study.	Conduct a case study is published and presented to the district leaders, principal and faculty to launch the new school year. The graduate students conduct a literature review and make recommendations.	Gonzalez, N., Moll, L., Tenary, M.F., Rivera, A., Rendon, P., Gonzalez, R., & Amanti, C. (1995). Funds of knowledge for teaching in Latino households. Urban Education, 29, 444-471. Krueger, R. A., & Casey, M. A. (2000). Focus groups: A practical guide for applied research. Thousand Oaks, CA: Sage Publications, Inc. (Chapters 1-3 E-Book at UT) MacIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. Independent School, Winter. (Posted at Blackboard) Merrens, D. M. (2010). Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods (3rd edition). Thousand Oaks, CA: Sage. (Chapter 4, Experimental and Quasi-Experimental Research) Mitchell, C., & Sackney, L. (2006). Building schools, building people: The school principals role in leading a learning community. Journal of School Leadership, 16(5), 627-640. (Posted on Canvas) Monroe, C.R. & Obidah, J.E. (2004). The influence of cultural synchronization in a teacher's perceptions of disruption: A case study of an African American middle school classroom. Journal of Teacher Education, 55(3), 256-268. Noguera, P. (2003). Schools, prisons and social implications of punishment: Rethinking disciplinary practices. Theory into practice, 42(4), 341-350. Skrla, Scheurich, Garcia, and Nolly (2004). Equity Audits: A practical leadership tool for developing equitable and excellent schools. Educational Administration Quarterly, V.40, No 1, pp 133-161. Tillman, L. C. (2004). (Un)intended consequences: The impact of the Brown v. Board of Education decision on the employment Status of Black Educators. Education and Urban Society, 36(3), 280-303. Wheatley, M. J. (2001). Leadership and the new science: Discovering order in a chaotic world. San Francisco, CA: Berrett-Koehler Publishers. (Chapter 8, The Capacity of Life, pp. 137- 155.)

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FALL SEMESTER: <i>Learnen-Centered Instructional Leadership And Management, Values, Ethics, Diversity, Resources, Management, Program Evaluation, Technology & Field Experience/Internship (9 Hours)</i>						
Leading School Improvement Through Equitable Use of Data	ELP 384Q Leading for Equity and Justice in K-12 Schools	[TAC: 1-5]	[NPBEA: 1-10]	This course will examine how students can develop leadership capacity to lead high-achieving schools. We will also read the classics on these topics, which are several years old, but necessary for all leaders for social justice and equity to read, equitable, and socially just schools for all (literally every student born) students in integrated ways, especially for students who have been traditionally underserved in schools. This class will focus on research-based leadership practices for addressing inequities and ways to develop schools that give all students equitable opportunities for high academic achievement. Additionally, this course is designed to build students' capacity to lead for equity and excellence, social justice, and anti-racism within integrated settings. As such, this course aims to help students develop along the leadership dimensions of critical consciousness, knowledge, skills, and competence and in doing so raise the achievement of students of color, students from low-income backgrounds, students who are linguistically diverse, students with disabilities, and students from LGBTQ backgrounds, in short, again, every student born, in integrated ways. The course features social justice leaders who are or have lead toward this goal. Throughout this course, leaders will be asked to grapple with question, "Does my school REDUCE or REPRODUCE inequities for all children and what is my role in doing this?" A goal of this course is to move beyond surface level discussions on these topics to ones that get at deeper causes, systemic issues, and outcomes associated with analyses of race, class, and gender/gender identity in schools, such as racism, classism, sexism, oppression, white privilege and supremacy, colorblindness, marginalization, inequality, and inequity. We will read some key conceptual, empirical, and practitioner-based articles on social justice leadership, race, class, gender, and other forms of marginalization in schools	The overarching goal of this course is to begin or further the development of your leadership identity as a social justice, equity-centered leader, whose goal is to eliminate inequities in your school's educational setting, period. The course seeks to raise your critical consciousness/knowledge base and develop your leadership skills to develop and sustain integrated, socially just schools and districts. Throughout the course each student will: 1. Conduct an extensive equity audit of her or his school. This includes collecting data on the status of a school related to traditionally underserved students by socioeconomic status, race/ethnicity, gender, disability, language, and gender identity/sexual orientation to analyze what these data mean for student educational opportunities. 2. Set measurable goals based on the equity audit data and develop a plan to meet or exceed the goals. This will be done through creating a 3-5 year plan to eliminate inequities in your school setting (including a new service delivery model of your school).	"Fratana, E. & Capper, C. A. (2007). Leadership for social justice: Transforming schools for all" "Iearners, Newbury Park, CA: Corwin Press." "Theohanis, G. (2009). The school leaders our children deserve: Seven keys to equity, social" justice, and school reform. New York, NY: Teachers College Press."
	ELP 384T School Improvement: Instructional Leadership Saturdays 12-2pm	[TAC: 1-5]	[NPBEA: 1-10]	The purpose of this course is to examine the role of the principal as instructional leader in creating a learning environment that practices the principles of anti-racist leadership in the context of using data to make sound instructional decisions. Specifically, the course will equip students with the knowledge and tools necessary to be an effective instructional leader and an understanding of the processes, systems, and structures crucial to creating high performing learning communities. Students will engage in deep analysis and discussion around data analysis, teacher observation and feedback, and professional learning community development. This course develops the skills needed for elementary and secondary school practitioners, focusing on the role and functions of the principal as a leader.	Conduct 3 observations, Teacher Support Plan and Tiered PD Plan	Cain, Sean and Laird, Mike. The Fundamental 5: The Formula for Quality Instruction Hollie, Sharoly, Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success Zemelman, Steven, Daniels, Harvey, and Hyde, Arthur. Best Practice: Bringing Standards to Life in America's Classrooms Zepeda, Sally. The Principal as Instructional Leader
Shaping Culture and Leading Change Through Field Experience & Internship	ELP 384D Administration of the Individual School: Elementary and Secondary Saturdays 2-5	[TAC: 1-5]	[NPBEA: 1-10]	Conduct an equity audit to determine an area to address in consultation with the on-site supervisor and lead a Participatory Action Research/School Improvement Project in collaboration with the faculty. The intern will design and implement a collaborative improvement project that includes: social justice, data analysis, location of appropriate research, action planning, and project evaluation. Successful completion of this project gives the intern experience in building capacity of stakeholders while simultaneously providing the school with needed improvements.	Participatory Action Research Project and 3 observations. In addition to this introductory meeting, each semester, the intern will schedule at 3 observations with the UT Advisor. These observations provide the intern with an opportunity to reflect on his/her leadership or facilitation of key educational practices.	Green, Reginald. The Four Dimensions of Principal Leadership (Fall) James, E. A., Milenkiewicz, M. T., & Bucknam, A. (2008). Participatory action research for educational leadership: Using data-driven decision-making to improve schools (Fall) Theohanis, George. The School Leaders Our Children Deserve: Seven Keys to Equity, Social Justice, and school Reform (Spring)

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SPRING SEMESTER: <i>Leader-Centered Values, Ethics, Diversity, Resources, Management, Program Evaluation, Technology, Curriculum Planning & Development and Field Experience/Internship (9 Hours)</i>						
Building Executive Leaders to Promote Ethical, Equitable Policies, Practices and Systems	ELP 384L School Business Management & School Law	[TAC: 1-5]	[NPBEA: 1-10]	To ensure that participants will be able to: Identify legal issues applicable to school administrators and appropriately consider those issues in making day-to-day administrative decisions regarding students, staff, and parents • Identify and understand key legal terms that arise in administrative discussions and decision-making • Understand and explain administrators' general legal authority regarding student, employee, and parent issues that administrators face regularly. The purposes of this course are three-fold to: (1) introduce students to concepts about school-community relations with a focus on equity, social justice, and democratic participation, (2) begin or further students' critical consciousness about the systems and structures that shape unequal and inequitable school-community context, and (3) help students develop skills to critically examine the community/neighborhood context in which schooling occurs. During the course, students will explore historical, social, economic, and political contexts in which schools and school districts operate. Students will also study how out-of-school factors such as policy and discriminatory practices influence cities, communities and the opportunities afforded to students and families in these spaces. Students in this course are challenged to consider—with critical awareness—how mutually beneficial school-community connections might be furthered in racially, socioeconomically, linguistically, etc., diverse education settings. Simply put, students will investigate how broader societal structures influence what happens inside of schools.	Conduct a Situation Analysis: You will be given scenarios describing incidents or situations that will require identification and analysis of the legal issues, as well as arguments on both sides of those issues. You will be expected to reach a conclusion for each scenario given and provide a rationale, but the identification of legal issues and rationale for your conclusion are much more important than the conclusion reached. This will be a take-home assignment in which you may use the class materials, but not one another. B. Policy Review: Besides using the course materials, you will be asked to find and review an individual school district's legally-referenced and local policies in order to prepare written responses to questions regarding an assigned topic. This will require the use of school district policies within the school district in which you work. If you are not working for a traditional school district, I will name several school districts whose policies you may use for purposes of this part of the text.	The Educator's Guide to Texas School Law (8th ed, 2014) by Jim Walsh, Frank Kemmer, and Laurie Mamotts. Available from The University of Texas at Austin Press. ISBN: 978-0-292-7684-4 Orfield, M. (2002). American Metropolitics: The new suburban reality. Washington, DC: Brookings Institution Press. Chapter 1. Drier, P., Moltenkopf, J. & Swanstrom, T. (2004). Place Matters. Chapter 1: Place Still Matters. Wichita, KS: University of Kansas Press. Squires, G., & Kubrin, E. Privileged places: Race, uneven development and the geography of opportunity in urban America. Urban Studies, 42(1), 47-68. Mapp, K. L., & Hong, S. (2010). Debunking the myth of the hard to reach parent. Handbook of school-family partnerships, 345–361. Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Race Ethnicity and Education, 8(1), 69-91. Valencia, R. & Black, M. (2002). "Mexican Americans don't value education!" On the basis of the myth, mythmaking, and debunking. Journal of Latinos and Education, 1(2), 81– 103. A City Plan for Austin, TX (1928) only read pages 54-57 (only 3 pages) Fernandez et al., (2013). Geography of Opportunity in Austin, 2nd Edition. Tang, E. (2014). Outlier: The case of Austin's declining African American population. p. 1-12 Green, T.L. (under review). Community-based equity audit: A practical approach for school and community leaders to support equitable community-school improvements. Kretzmann, J., & McKnight, J. (1993). Building communities from the inside out: A path toward finding and mobilizing a community's assets. Introduction. ACTA Publications: Stokle, IL. 1-11 (introduction). Green, T.L. (2015). Places of inequality: places of possibility: Mapping "opportunity in Geography" across urban school-communities. The Urban Review, 47(4).
Partnering Authentically and Equitably with Families and Communities	ELP 384R School, Family, Community Engagement	[TAC: 1, 3, 4, 5]	[NPBEA: 1, 2, 3, 5, 8]	The purposes of this course are three-fold to: (1) introduce students to concepts about school-community engagement with a focus on equity, social justice, critical theories, and democratic participation, (2) begin or further students' development as community equity literate school leaders, and (3) help students lead community engaged schools through equitably and authentically partnering with families, communities, and community-based organizations. In addition, students in this course are challenged to consider—with critical awareness—how mutually beneficial and authentic school-community partnerships might be furthered in racially, socioeconomically, linguistically, etc., diverse education settings. This course is grounded in a blended framework of critical activist leadership, which combines concepts from critical social justice and activist research. According to Sensoy and DiAngelo (2011), those operating from a critical social justice perspective: (1) view society as stratified (i.e., divided and inequitable) along the lines of race, class, gender, geography, ability, sexuality, religion, etc., (2) view inequity as something deeply embedded in the society (i.e., as structural), and (3) those working with this understanding, actively seek to change these conditions. Additionally, Nygreen (2006) argues that those working from an activist research perspective position her or his work to "... encourage, produce, and inform change in education toward social change to bring about, equity, access and fairness" (p. 2). Collectively, educational leaders operating from this perspective are critically conscious of social inequity and are actively working to change these conditions.	The overarching goal of this course is to begin and/or further the development of your leadership identity as an anti-racist, socially just, and equity-focused school leader whose goal is to eliminate opportunity gaps and inequities across school-community contexts. In doing so, this course aims to raise your critical consciousness, knowledge base, skillset, and competencies. By the end of the course, students will have conducted a community-based equity audit of her/his own school-community setting, and will produce artifacts such as (in no particular order): • A community asset map of your school-community • Data on community opportunity indicators for your school's neighborhood community (i.e., per zip code) juxtaposed against data in the city that your school is located in. • A diagram that identifies members of your school-level leadership team to spearhead Community Leadership Team (CLT) in which every school in the state of Texas is required to have a Campus Advisory Council (CAC) that consists of parents, students, business and community representatives, teachers, principals, and other campus staff. This is a requirement by the state of Texas (Texas Education Code, 11.251). • Write-ups (i.e., reflections) of your community leader interviews, equity-based core values, shared community experiences, and school and community history.	We currently do not use a textbook for this course, but rather peer-reviewed journal articles and book chapters.
Shaping Culture and Leading Change Through Field Experience & Internship	ELP 384D Administration of the Individual School: Elementary and Secondary	[TAC: 1-5]	[NPBEA: 1-10]	Conduct an equity audit to determine an area to address in consultation with the on-site supervisor and lead a Participatory Action Research/School Improvement Project in collaboration with the faculty. The intern will design and implement a collaborative improvement project that includes: social justice, data analysis, location of appropriate research, action planning, and project evaluation. Successful completion of this project gives the intern experience in building capacity of stakeholders while simultaneously providing the school with needed improvements.	Participatory Action Research Project and 3 observations. In addition to this introductory meeting, each semester, the intern will schedule at 3 observations with the UT Advisor. These observations provide the intern with an opportunity to reflect on his/her leadership or facilitation of key educational practices.	Green, Reginald. The Four Dimensions of Principal Leadership (Fall) James, E. A., Milenkiewicz, M. T., & Bucknam, A. (2008). Participatory action research for educational leadership: Using data-driven decision-making to improve schools (Fall) Theoharis, George. The School Leaders Our Children Deserve: Seven Keys to Equity, Social Justice, and school Reform (Spring)

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Developing Capacity for Culturally Responsive Teaching and Learning for Excellence	EDC 390T ELJ/Topics in Bilingual Education	[TAC: 1, 3, 4, 5]	[NPEBA: 1-10]	SUMMER II: Learner-Centered Values, Ethics, Diversity, Resources, Management, Program Evaluation, Technology, Curriculum Planning & Development and Field Experience/Internship (6 Hours) This course will explore the different ways that schools and school systems have chosen to manage the linguistic and cultural diversity among their students, and the controversies and implications of each. We will discuss the historical and current philosophical, political, and theoretical foundations of culturally and linguistically diverse education, including transitional bilingual education, dual immersion education, and structured English immersion, with a particular emphasis on the role a school leader can and should play in improving achievement for language diverse student populations in their schools. We will cover both technical details and philosophical underpinnings to give participants the tools to make informed and positive decisions about programs and students with regards to the education of English Language Learners.	1. Participate in a seminar for school leaders examining the foundations of bilingual/bicultural education. Gain critical understandings associated with bilingual/bicultural education. Compare, critique and critically analyze selected scholarly pieces on linguistically and culturally diverse education within a dialogic circle format. Assist leaders with decision making regarding the education of bilingual/bicultural learners.	Blanton, C. K. (2004). The strange career of bilingual education in Texas, 1836-1981. College Station, TX: Texas A&M University Press.
	SED 393 Special Ed: Procedures and Processes for Admin.	[TAC: 1-5]	[NPEBA: 1-10]	This course is designed to provide future school administrators with the professional knowledge and skills they need, as instructional leaders, to ensure that students with special needs and their parents/guardians are able to receive the services to which they are entitled. Policy/Procedures in Special Education Administration will give you the opportunity to explore legal and practical aspects of special education in school settings. We will discuss critical issues in special education as they relate to school justice, equity, school and classroom cultures, access, diversity, and accountability. In particular, we will explore the role of the building or district-level administrator as an educational leader and/or a policy analyst, researcher, and/or disability advocate to ensure the most appropriate, inclusive learning environment is created and maintained, and legislative policies for special needs students are enacted. Critical issues will be framed in the context of collaboration and teamwork in a school environment that exemplifies equity and excellence.	Attend or facilitate a Student Support Team (SST) meeting about a student experiencing academic difficulties Attend or facilitate an Individualized Education Program (IEP) via Admission, Review, Dismissal (ARD) committee meeting Shadow a special education teacher or behavior specialist who is trained to complete a Functional Behavioral Assessment (FBA) & follow through on the completion of the FBA or development of a student's Behavior Intervention Plan (BIP). If this is not possible, interview the teacher or behavior specialist to understand the context of the situation. See if you can attend a follow-up meeting concerning the student to develop his/her FBA or Behavioral Intervention Plan (BIP) (BIP) Observe a special education teacher. Conduct a pre-observation conference. Fill out an observation Observe a general education teacher in a mixed ability classroom Create a Case Study: Provide a	Bateman, D. F., & Bateman, C. F. (2014). <i>A principal's guide to special Education</i> (3 rd ed.). Alexandria, VA: Council for Exceptional Children. Darder, A. (2012). Culture and power in the classroom: Educational foundation for the schooling of bicultural students. Boulder, CO: Paradigm. (2nd Edition). Hamayan, E. & Freeman Field, R. (2012). English Language Learners at School: A Guide for Administrators, 2nd Edition. Philadelphia: Caslon Publishing. San Miguel, Jr., M. (2004). Contested policy: The rise and fall of federal bilingual education in the United States 1960-2001. Denton, TX: University of North Texas Press.